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# Sending A Fax



## Word List

**legal record** = something written that you or the organisation you work for can use in court to show that something happened, proper proof.

**document** = a piece of writing or print.

**original document** = the document that you or somebody else wrote; the document you or other people copy by faxing or photocopying.

**fax machine** = machine used to send and receive documents.



## Watch – Observe

Watch someone sending a fax.

Look at the way they put in the paper, enter the number and send.

When people send a fax:

- What information do they put in?
- What information do they leave out?

Watch what happens when faxes arrive.

Ask someone where commonly used fax numbers are kept.



## When do we use it? Context

### History

- The word 'fax' comes from 'facsimile'. (L. facere = make; similis = like) meaning 'an exact copy'.
- Faxes were invented in the 1980s and have become part of the office culture.
- They work by sending signals through telephone lines.



# Sending A Fax



Do

Ask someone to show you how to send a fax.

Ask where you can find the number to send a fax to.

Ask someone to watch while you send a fax.

## How to send a fax

1. Put paper face-down
2. Type in fax number
3. Press send



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Write

The fax number of your work place .....

The phone number of your work place .....

# Explaining Your Job



## Word List

**explain** = say or write the reasons for something, tell the story about what happened.

**funding** = money to pay for something to be done (like a new project).

**support** = help or assist.

**role** = your role is like your main purpose. A doctor's role is to treat patients. A pilot's role is to transport passengers. A Health Worker's role is to support and improve community health.

**tasks** = the actual things you do each day as part of your work, like taking blood pressure, translating language, applying fresh bandages and helping people understand important ideas about health.



## Watch - Observe

Who knows what you do in your role?

Does your family know what you do at work?

Do workplace visitors know the tasks that you do?

Who do you see when you are at work?

How do you let them know what you want them to know?

Who do you talk to on the phone?

Who do you fill in forms or reports for?

Who talks to you or sends messages to you?

Who talks to you or sends messages to you?

What do you use to communicate at work (e.g. pens and paper, forms, computer, telephone, fax machine, two way radio, satellite phone)?



# Explaining Your Job



## When do we use it? *Context*

Community and Health Workers do lots of different tasks.

When you meet someone who needs to know what you do at work, you explain it to them (tell them about it).

Every day at work we communicate with other people when we:

- see them • talk to them • write to them
- share meaning with them in any way.



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## Why? - Rationale

Your role and the work you do is important for good health in your community.

People in your community need to know that your work is important. So do the people who pay for your work.

If people know about your work, they are more likely to say 'yes' when:

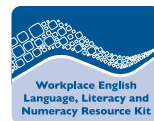
- you ask the community, council or government to do something
- the position needs funding
- anyone asks if the community really needs a Health Worker.



## Think about - Reflect

Think about each task you do in your role.

- Who are you helping and how do you help them?
- How does your role help people in your community?
- How does your role make community health better?
- What would happen if you didn't do this job?



# Explaining Your Job



## Talk about - Discuss

Talk to people you work with about all the jobs you do at work.



Do

To help you remember all the jobs, look at your diary, work planner and work records.

Make a photocopy of the back of this card for each job that you do.



## Write

Fill in one page for each job.

Then you will have a written record of your job.



Do

File this record where you can find it again.

When you need to explain your job, you can:

- read this record again to help you remember all the jobs and why you do them
- talk to people about what you have written
- show people what you have written.

You could also make posters or videos or take photos to put in your workplace to show what is better in the community when you do a job.



# Explaining Your Job



## When do we use it? *Context*

When you meet someone who needs to know what you do at work, you explain it to them (tell them about it).

Every day at work we communicate with other people when we:

- see them • talk to them • write to them
- share meaning with them in any way.



## Write

A job I do:

.....

.....

.....

This job helps people in the community because:

.....

.....

.....

If I didn't do this job, then:

.....

.....

.....

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## Word List

**communicate** = share what you know or what you mean (e.g. by talking, writing, watching people, drawing, listening, reading, hand signals, eye contact).

**technology** = anything that people make to help them do things.



## Watch - Observe

Who do you see when you are at work?

How do you let them know what you want them to know?

Who do you talk to on the phone?

Who do you fill in forms or reports for?

Who talks to you or sends messages to you?

Who talks to you or sends messages to you?

What do you use to communicate at work (e.g. pens and paper, forms, computer, telephone, fax machine, two way radio, satellite phone)?



## When do we use it? *Context*

Every day at work we communicate with other people when we:

- see them
- talk to them
- write to them
- share meaning with them in any way.





## Why? - Rationale

To do a job, we need to communicate with other people.



## Think about - Reflect

It is easier to communicate with some people than others.

Think about what makes it easy or hard to communicate.

Think about any problems you have communicating at work e.g.

- understanding what some people has said
- understanding some things you have to read
- knowing what to say or write
- using machines and technology.

Think about what you could do about a problem.



## Talk about - Discuss

It's important to ask questions when you don't understand.

Most people like to help.

When is the best time to ask a question?

What's the best way to ask for help?

HELP!!!

Thriving babies are strong babies! They're growing well.

What does 'thriving' mean?



# Doing Your Job



Do

Watch and listen to the way people communicate at your work.

Are there words you don't understand?

Who can you ask to help?

Do you manage patient transport?

I just want to get this fella home!



Do

Listen for new words at work. Ask others to help you understand.

Sometimes it helps to write the word the way you say it. You can also write or draw what the word means like this:

Word how you say it

What it means...

Infectious (in-fek-shus)

When sickness can spread to others.

casualty (ka-shul-tee)

Someone who is injured or hurt.

poison (poy-zun)

A substance that causes illness or death.



# Doing Your Job



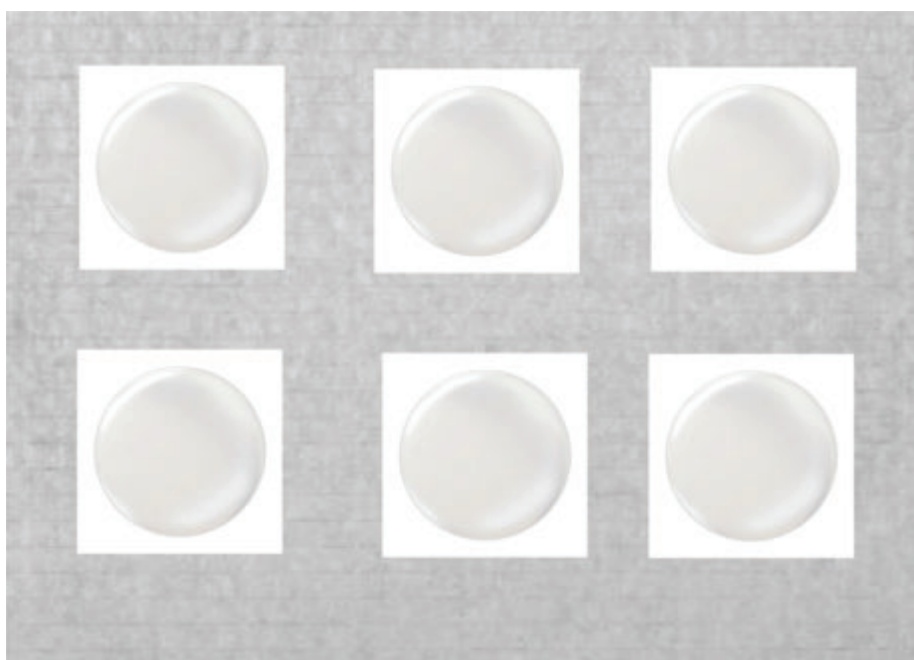
Do

Think about all the people you have to communicate with at work, people in your community, and people in other places.



Write

1. Write or draw something that shows you in the box at the centre of the circles.
2. On the outside of each circle, write or draw something that shows the other people you communicate with.
3. Inside the circles, write or draw something that shows what you do to communicate with each person: e.g. talk, write, fill in forms, have meetings, telephone, fax, email, two way radio, satellite phone.
4. Put a cross (x) next to anything that is hard for you (e.g. using a fax).



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# Making A Contact List



## Word List

**a contact** = someone from another community, council or department who you know through your work.

**to contact** = to talk to, phone, write to or email someone = to communicate with someone.

**contact details** = ways you can contact people e.g. phone number, fax number, email address, postal address, and where they work.

**contact list** = a list of the names of people you might need to contact that shows their contact details.



## Watch - Observe

What do people do when they need to contact someone?

How do they find out how to contact them the first time?

How do they keep the information for the next time they need it?

Name	Oranisation	Phone Number	Email

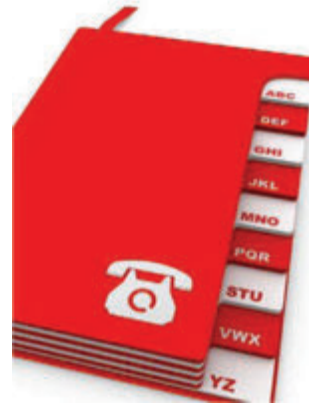
# Making A Contact List



## When do we use it? *Context*

You can call someone on your contact list to:

- ask for information
- get help when something goes wrong
- ask about how to do something
- make times for meetings
- tell someone about your work.



## Why? - Rationale

Writing a list of people's names and contact details means you can find out how to contact them easily when you need to.



## Think about - Reflect

When do you need to contact other people at work?

Where do you find their contact details?

Where do you write their contact details so you can use them again?

LEARNING  
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# Making A Contact List



## Talk about - Discuss

Who do you call on the phone?

Who do you send faxes to?

Who do you send emails to?

Who do you write to?

Where can you find the numbers and addresses that you need?



## Write

Create a contact list with the names of people you contact. Find the contact details that you need for each person.

You might find the details:

- on letters or messages from the person
- in the phone book
- on the internet
- by asking people.



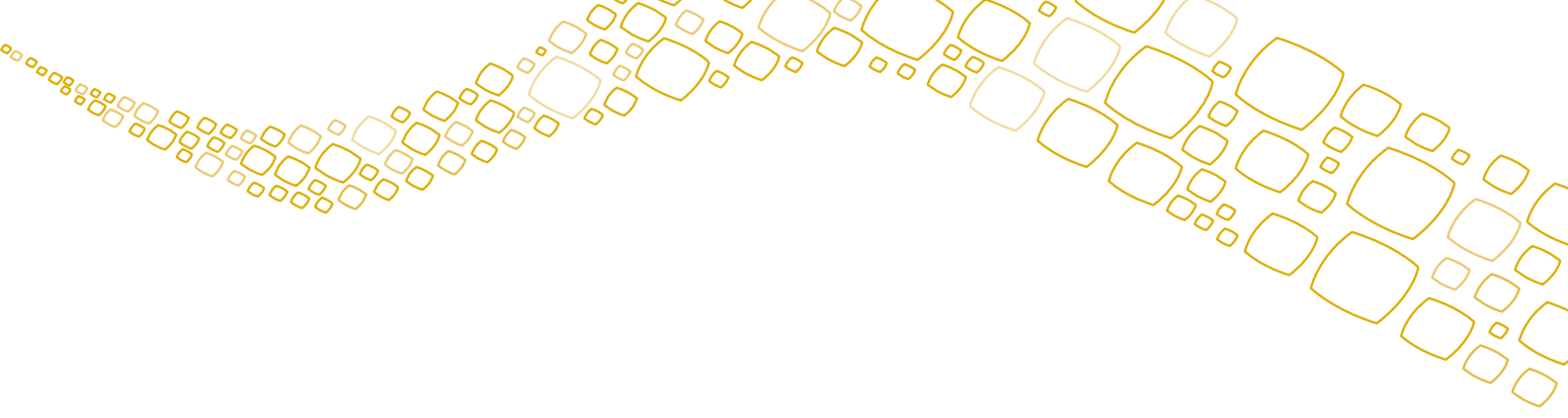
## Do

Keep the list where you can find it easily. You could stick it on the wall near the phone.

When you need to contact someone, use your list to find the details.

You can add new names and details to the list.





# Looking After Yourself



## Word List

**resilience** = when you can 'bounce back' after tough times.

**holistic** = a way of thinking about health for the 'whole' person and the environment, not just treating the symptoms of a disease.



## Watch - Observe

People who work in community health face challenges every day. They:

- try to provide care that fits with the culture of their patients
- are often close to or know their patients very well
- often live with community tensions
- can't always separate their work from their home and community life.

All of this can wear down a person's emotional strength.



## When do we use it? Context

When you work in community health, you need to look after your own health as well. You might be well supported and get much satisfaction from your work, but your resilience can still get low.

- How do you look after yourself when you need to?

I need a long walk.

I feel like painting.

I need to go bush with kids.



# Looking After Yourself

There are many ways to build strength and find healing. Spending time in country (fishing and hunting) can be a source of healing. For some people, it may be caring for kids or being with old people. Others might find it through keeping up ceremonies, painting, storytelling or talking and connecting with people.



## Why? - Rationale

When you work in a 'giving' profession, you can think that you have to give of yourself all the time. But we cannot help others when we are sick or too tired or stressed. Looking after yourself means you can keep looking after others.



## Think about - Reflect

How do you protect and heal yourself from the stresses of work and home and community life?



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# Looking After Yourself



## Talk about - Discuss

People respond to stress in different ways. Talking with someone that you trust can help you to feel less alone, and you can learn new ways to build strength from each other.

Do you have someone you can talk to when things get tough?

Maybe together, you can discuss:

- What are the most challenging parts of your work life?

It's hard for me when I haven't slept well.

When my family are sick, I feel it too.

Sometimes, I feel torn two ways.

- How do you know when things are getting too tough?

Sometimes my energy is gone.

Some days, the work feels too much.

I know I need a break when I can't think well.



# Looking After Yourself



## Talk about - Discuss

People who live and work in a community might feel that others don't understand what life is like for them.

Ask others at work what they think of when they hear these words:

- resilience
- wellbeing
- holistic healthcare

You might also ask others if they ever have trouble separating their work life from their home and community life.

Offer to tell them what it is like for you.

Try to share ideas about how people can protect and heal themselves from stress at home and at work.

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# Using Computers



## Word List

**communication** = the giving and getting of messages.

**technology** = the machines we use, especially to help us communicate.

See Communication Reference Card - Computers for a list of useful words.



## Watch - Observe

Ask someone at work why they are doing a certain task on the computer.

Ask them what they need to know to do this task.

Ask if they will help you learn to do some computer tasks.

Keep notes in a small notebook.



## When do we use it? *Context*

We use computers when we want to save time. It can also be fun!

It is good to practise each new computer skill lots of times to help you remember.

It is also good to keep notes.





## Why? - Rationale

Most organisation use computers for:

- fast communication
- finding and storing information.

Using computer technology is now part of life.



## Talk about - Discuss

Do you need to use computers at your work?

Would you like to learn more about computers at your work?

Who can you talk to about this?

Can I learn how to use the computer?

Sure! Let's find some time next week.

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## Think about - Reflect

Technology is part of life, but can you think of any problems it might cause?





# Using Computers



## Talk about - Discuss

When we enter data into a computer, lots of people can see and use it, so it is very important that the information is correct.

We have a data problem! How could Mr Booker be pregnant?

Oops!



## Do

Use your Learning Journal to help you remember things:

- keep a list of useful computer words and their meanings
- add any notes or drawings that are helpful. Look at the following table.

Can you use it to help you start a page in your Learning Journal? Now look at the following sentence starters. Can you use them to write some instructions for yourself?

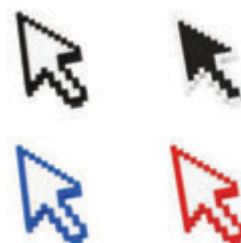
**Move mouse to ...   Click on ...   Select...   Type in ...**  
**Find ...   Save ...   Enter ...   Open ...   Close ...**

### How to enter data:

1. Go to ... and click on ...
2. Open patient records.
3. Select patient file.
4. Select...
5. Enter..

### Useful words:

Click  
Open  
Close  
Enter =  
Save



# Using Computers



## Write

Use the checklist below to keep track of your computer skills. You can make a photocopy to paste it into your Learning Journal.

### I want to learn how to:

### I have watched

### I have practised

- turn the computer on / off
- open and close a window
- enter some data (put it in)
- delete a mistake (fix it)
- find some data (look for it)
- create a document
- open and send an email
- find the right folder for saving
- make a new folder
- name and save a document
- get onto the internet
- search on the internet
- download from the internet
- print something

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# Using Computers

## Parts of a computer



mouse



(internal) hard drive



screen (monitor)

### Word = what it means

data = information (a test result, a date of birth, a referral letter, a file).

database = collected information (all patient files / records).

input = to put in (enter) information.

internet = the connection between all of the computers in the world.

World Wide Web (www) = the communication we have through the internet.

website = a place on the World Wide Web that you can go to through your computer (all website addresses start with www).

download = to get information 'down' from the internet.

### Example

Did you get that data you needed?

Did you enter Mrs Long's test results into the database?

Did you input that data?

I will look for some data on diabetes on the internet.

You can find almost everything on the World Wide Web!

I found a great website on ear health in remote communities.

I will download this article on ear health for the staff to look at.



keyboard

# Using Computers

**email** = a written message you can send to others through the computer.

**email** = to send a message by computer.

**attachment** = a document that you send with an email (we usually send very big documents as attachments).

**window** = a box that shows information on a computer screen (you can have two or more 'windows' open at one time).

**select** = choose, pick, take.

**menu** = a list of choices.

**drop down menu** = a menu that 'drops down' to show you the choices when you click on it.

**tool** = something that helps you with your work.

**spell-check** = a computer tool that lets you check your spelling.

**hard drive** = where the computer stores all of its information.

**memory stick** = a small memory storage tool (also called a 'flash drive' or a 'thumb drive' because it is so small).

I will send you an email.

I will email the dates for the training program.

I will send you the training program as an attachment.

Close that window and open 'Patient Records'.

To select a picture, click on it.

Go to 'Insert' menu, click on it.

Click on the first word at the top of the screen. You will see a drop down menu.

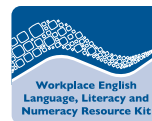
I like to use the spell-check tool on the computer.

I always use spell-check before I print.

I have saved that file on the hard drive.

I'll put the file on this memory stick and you can take it with you.

LEARNING  
• LEVEL 2 •



# Using The Internet



## Word List

Key words are on the Information Cards 'Using Computers' reference card.



## Watch - Observe

What do people use the internet for at work?

How do they find out what they want to know?



## Write



We use the internet when we need to find something out that anyone with a computer might put on a website.

Most organisations try to put proper information on their websites. But we always need to check where the knowledge on a website comes from, because some people put wrong information on a website.

### History

The internet was invented by Tim Berners-Lee because as a scientist he wanted to share information using computers with others. Now, every organisation and lots of ordinary people put information onto websites for other people to find. They can change the information easily too.



## Why? - Rationale

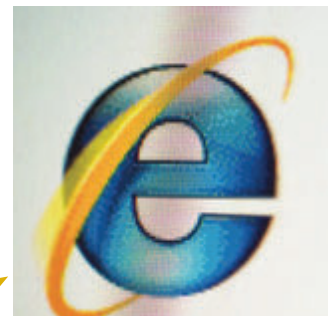
If you know how to search, the internet is an easy and quick way to get information about almost anything.

# Using The Internet



## Talk about - Discuss

Talk to someone about how to use the internet.



Do

Turn on your computer.

Lots of computers have an icon for the internet on the desktop or at the bottom of the screen.

The icon might look like this:

If you can see the icon, click on it.

If you can't see the icon:

- click on the **Start** button at the bottom of the screen
- move the mouse up to the word Programs
- you see a list of programs on the computer
- click the name of the internet browser program (e.g. Internet Explorer, Mozilla, Firefox)



The browser will open the home page that someone has chosen for this computer.

Click in the address bar near the top of the screen.

Press **Backspace** or **w** on the keyboard to take away the address in the bar.

Type in **www.google.com.au**

Press **Enter** on the keyboard or click **Go** on the screen.

Type in Environmental Health Indigenous Australia conference.

You will get a page with information like this:

Click on any of the blue or green words to go to the website. Click the Back button to get back to the search page. Type some more words into the search engine next to the word Search to find other information you could use at work:

- use at least three words that tell about what you want to know, more if you can think of them
- use words that tell as much as possible about what you want to know. If you use words that do not tell enough, the search engine will find lots of websites that will not be useful to you.



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